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## EDUCATIONAL PARTNERS' PERCEPTION TOWARDS INCLUSIVE EDUCATION

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### *Abstract*

*This study aims at investigating the perceptions of educational partners towards managing and implementing inclusive education, ensuring whether special need students can be wholly admitted and facilitated, and probing on the integration and management of students with physical, moral, and mental problems. The strategy used is centered on a case study with qualitative approach. The researchers applied a semi-structured interview and analyzed the data using content analysis with descriptive-interpretation-pattern coding model. For choosing the participants, quota sampling technique was applied whereby four participants were chosen from every school to represent the sections. The population is made up of all students, teachers, staff, and parents from SMA Yogyakarta, SMA Wates, and SMK Imogiri. Based on the interviews, all the subjects confirmed that inclusive education in the respective schools is critical. Besides, the perceptions of all subjects towards management and implementation of inclusive education does not prove its satisfactory level.*

**Keywords:** Inclusive education; School Management; Perceptions of Inclusive Education.

### **Abstrak**

*Penelitian bertujuan melihat persepsi orang tua, siswa, guru, dan staf terhadap pengelolaan dan penerapan pendidikan inklusif, memastikan apakah siswa berkebutuhan khusus dapat diterima dan difasilitasi oleh sekolah, dan meyakinkan cara untuk mengintegrasikan dan mengelola siswa dengan masalah fisik, moral, dan mental. Penelitian ini adalah studi kasus dengan pendekatan kualitatif. Peneliti menggunakan wawancara semi-struktural dan menganalisis data dengan analisis konten. Untuk memilih peserta, teknik kuota sampling diterapkan di mana empat peserta dipilih dari setiap sekolah untuk mewakili yang lain. Populasi terdiri dari semua siswa, guru, staf, dan orang tua dari SMA Yogyakarta, SMA Wates, dan SMK Imogiri. Berdasarkan wawancara, semua subjek menegaskan bahwa pendidikan inklusif di sekolah masing-masing masih belum mapan. Selain itu, persepsi semua yang diwawancarai terhadap manajemen dan pelaksanaan pendidikan inklusif tidak benar-benar mengkonfirmasi tingkat pendidikan inklusif yang memuaskan.*

**Kata kunci:** Pendidikan inklusif; persepsi terhadap pendidikan inklusif; penyandang disabilitas; manajemen pendidikan inklusif.

### **A. Introduction**

Inclusive education is one dimension of quality education which reinforces equity in accessing and participating, and responding positively to the personal needs and competencies of learning for all children. Inclusive education centers on children and helps adapt in the educational system rather than every child by his/her own. Along with other sectors in the wide community, it keenly enhances to make sure that every child, regardless of gender, language, capability, religion, citizenship or other traits, is encouraged to meaningfully take part and learn along with his/her peers, and advance to his/her full ability (Lindsay, 2007, p. 13). Inclusive education is a way of encouraging the capacity of the educational system to englobe all learners. At the Jometin World Conference (Haggis, 1991) in Thailand, the purposes for 'education for all' were made clear and it was

stated that every concern (child, youth and adult) should be able to profit from opportunities that can be found in educational system which would address their rudimentary needs of learning (Fordham, 1992). Inclusion is an educational tactic and philosophy that gives greater opportunities to all students for academic and social achievement. This comprises of opportunities to be part in the full context of social, recreational, arts, sports, music, day care and after school care, extra-curricular, faith based, and all other activities (Haggis, 1991).

(Armstrong, Armstrong, & Spandagou, 2010) considers inclusive education as a mean of meeting and responding to the variety of needs of students by increasing involvement in learning, cultures and communities, and lessening elimination within and from education. It encompasses changes in content, approaches, structures and strategies, through a general vision which reaches out all children within a suited age range. It englobes the conviction that it is the duty of the mainstream education system to teach all children. The standards of inclusive education was started at the “world conference on special needs education: access and quality” (Ministry of Education and Science Spain & United Nations Educational, Scientific and Cultural Organization, 1994) and was reaffirmed at the world education forum (Malcolm Skilbeck, 2000). The statement demands governments to provide with the highest urgency to transforming educational systems inclusion and pay attention to standards of inclusive education as a matter of policy. The idea of inclusion is further promoted by the united nation’s standard rules on balance of opportunities for person with disability proclaiming participation and equality for all. Inclusive education (ie) is explained as a way of responding to the variety of learners’ needs by cutting blockades to, and within the learning atmosphere. It means attending the class according to children’s appropriate age, with personally tailored support (Peters, 2003)

The convention on the child’s rights, 1989, especially articles 23, 28, and 29; along with articles 2, 3, 6, and 12, has been ratified by all countries in the Asia-Pacific region. It is binding on them “to promote and protect the right of children with disabilities.” This report and a united nations

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economic and social commission for Asia-pacific (UNESCAP) report in 1999 on “education for children and youth with disabilities into the 21st century” point out that while some significant progress has been made, there is a paucity of specific disability-related data (Peters, 2007). The little that is available is also either unreliable or confusing, suggesting that much more remains to be done for most of disabled children. The world declaration on education for all and its context for action to meet basic learning needs, 1990, article 3, clause 5, states: “The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.” Nothing could be more clearly stated (Angeline M Barrett, Rita Chawla-Duggan, John Lowe, & Eugenia Ukpo, 2006). The statement and framework were approved with the year 2000 as the completion target, but today, after the due date, the scenario stays demoralizing.

(Hegarty, Meijer, & Pijl, 1995) worked on context-inclusive studies in which the historical, socio-economic, political, geographical, cultural and religious contexts are taken into account. He argues that these context-inclusive studies should require ‘equivalence’. Hegarty defines this concept as follows: ‘equivalence focuses on the relationships between a general dimension—for instance: concepts like social integration—and different indicators for it—for instance: placement in systematic education and teacher attitudes’ (Hegarty et al., 1995).

More than half-a-century ago in 1948, the Universal Declaration of Human Rights was accepted by the United Nations General Assembly. In 1975, the same body adopted the Disabled Person Rights Declaration. Many crucial agreements, statements and agenda have been either approved, retrieved, or accepted by different states and international and national non-governmental bodies as well (Humphrey, 1975). Hence, the essentials that should be met when implementing inclusive education are lack of information: inappropriate data on deprived learners; attitudes: panic, discomfiture, low expectations, social barriers; poverty: economic limit; environment: accessible school infrastructure wash; policies:

inflexible, no home language education, segregated education; practices: lack of learner-centered, cooperative teaching; resources: teacher shortage, large classes (Ainscow & Miles, 2008).

Since a decade ago, the government of Indonesia has been promoting the inclusive education across schools in the country. In particular, one of the educational policies issued by the Government of the Republic of Indonesia through ministry of education; the Ministerial Regulation No. 70 of 2009 is about inclusive education (Nomor 70 Tahun 2009 Tentang Pendidikan Inklusif Bagi Peserta Didik Yang Memiliki Kelainan Dan Memiliki Potensi Kecerdasan Dan. Atau Bakat Istimewa., 2009). Inclusive education is education for learners who have abnormalities and have a potential intelligence and or special talent. Through the above rules, the Republic of Indonesia/ ministry of education started inclusive education program, article 6 declared: (1) The city or regency/local government assures this inclusive education is suitable to the learners' needs; (2) The city or regency/ local government ensures availability of inclusive education resources at each inclusive education unit; and (3) The government and the province should help by supplying inclusive education resources.

The Education Office of Yogyakarta City also issued the regulations on inclusive education, namely organization of the decision of the head of the City Office of education no. 188/December/0026 about inclusive education consisting of technical guide in Yogyakarta City, which can be found in section 2, it declares that: (1) The Inclusive Education can be organized by units of general education, vocational, religious and or special education units in all educational types and levels at both the formal and non-formal; (2) The educational unit talked about in subsection (1) must arrange the equipment and infrastructure that can be accessed by all learners; (3) Every school that implements inclusive education as stated in subsection (1) admits participants by holding account to the needs of special educators living near to the school in question (Nomor 70 Tahun 2009 Tentang Pendidikan Inklusif Bagi Peserta Didik Yang Memiliki Kelainan Dan Memiliki Potensi Kecerdasan Dan. Atau Bakat Istimewa.,

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2009). This research puts interest on investigating perceptions of three groups of educational stakeholders about inclusive education at their respective high schools found in Yogyakarta Province.

Having a look at the report by the Centre for Studies on Inclusive Education (CSIE), this research report is rooted on ten reasons showing how inclusive related studies are on fashion (Evans & Lunt, 2002): (1) all children have equal right to study together; (2) there is no need to separate disabled children from normal ones because this is another form of discrimination; (3) the world is facing the problem of segregating education which leads to dropout of handicapped people; (4) there is no reason to discriminate disabled learners because every person has his/her strong and weak side; (5) there are lots of research findings that prove that the academic and social achievements of disabled children from integrated schools are better than those from general schools; (6) there is no teaching method in segregated school which is not found in general schools; (7) with good commitment and support, inclusive education is more efficient in using learning sources/aids; (8) segregation system makes a child feel uncomfortable; (9) all children need education that help them to develop for life in the normal society; (10) inclusive system is the most potential of all educational systems to eradicate the feeling of wariness, develop feeling of friendship, value and respect each other, and understanding people in your society. It is very worthy and interesting to conduct studies about inclusive education at all levels of education. The latter contributes to the development of mental, social, moral, and psychological aspect of humans.

### **Research Problem**

What are the perceptions of educational partners, who participated in the research, about managing and implementing inclusive education?

### **Research Sub-Problems**

1. What can be students' perceptions about the integration and facilitation of students that have special needs?

2. What are perceptions of teachers about the management of students who need special education during teaching-learning process?
3. How does the staff manage, integrate, and facilitate students with special needs in education?
4. What do parents think about inclusive education in their children's learning environment (school)?

### **Research Purpose**

The researchers conducted this study with the purpose of investigating about perceptions of teachers about managing students with special needs while the process of teaching and learning is ongoing, searching for the ways of integrating and managing the students whose problems are physical, mental and moral, and looking for information about general views of teachers, students, staff, and parents concerning inclusive education in their schools.

### **B. Research Method**

A qualitative research method and techniques were adopted in this research. In this context, a case study strategy was benefited. Case study is one of the qualitative strategies widely used in qualitative researches. More than one data collection methods can be used in case studies to achieve data variety (triangulation). There were interviews with participants from different sections. During the conducting of this research, the participants were chosen from different sections. In each school, the researchers considered the members in four different sections or groups, such as the section of students, the section of teacher, the section of staff, and the section of parents. For interviewing purpose, the researchers preferred using Quota Sampling technique whereby each section was represented. The population for this research is infinite (all students, staff, teachers, and parents) at SMA Yogyakarta in Yogyakarta City, SMA Wates located in Kulon Progo District, and SMK M Imogiri located in Bantul District. The subjects in this study are students, parents, staff, and teachers. For each school there were four interviewees including one student, one teacher,

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one staff, and one parent. Briefly, total number of participants equals twelve (12). In this research, the data were gathered from different sources of information using semi- structured interview. Moreover, the researchers were acting as instrument. By processing the interview, one question was asked to the interviewees but the question was accompanied with follow-up questions as the informant gave answers; it was like holding a conversation with them. During the interview, the whole conversations were recorded.

### Application of Data Collection Tools

The following tables explicitly explain the scope/process of the interview with the subjects:

- a. SMA Yogyakarta on 9 February 2017

Question: Is this school inclusive? Why?

Table 1

No.	Follow-up Questions			
	Student	Teacher	Staff	Parent
	According to you, is this school inclusive, since two years ago? (2014/2015-2015/2016)	Basing on your opinions, is this school inclusive? (2014/2015-2015/2016)	Is it possible to receive students with disabilities in this school?	Is this school inclusive?
	Are there facilities for students with special needs?	Are there facilities for students like those?	What are the signs that this school is inclusive?	Which kind of disabilities?
	-	How about his management?	Are there facilities or not? What are they if any?	How about the management of such students?
	-	Why students with disabilities do not study in this school?	-	-



b. SMA Wates, Kulon Progo District, on 6 February 2017

Question: Is this school inclusive? Why?

Table 2

No.	Follow-up Questions			
	Student	Teacher	Staff	Parent
	Are there students with disabilities who study here from surrounding places?	Does this school admit students with disabilities?	To your mind, is this school inclusive?	Did you ever get information about disabled students in this school?
	Are requirements to admit students in this school the same?	Why do not they register in this school?	Have you ever received students with disabilities?	Why do not such students never register in this school?
	-	Are there facilities for students with disabilities?	-	If there are any, are there facilities for them?
	-	So, according to you is this school inclusive?	-	Can you admit a student with deafness?
	-	-	-	According to you, is this school inclusive?

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c. SMK Imogiri, Bantul, on 9 February 2017

Question: Is this school inclusive? Why?

Table 3

No.	Follow-up Questions			
	Student	Teacher	Staff	Parent
	Are there students with special needs?	According to you, is this school inclusive?	Is this school inclusive? (considering 2 years ago, 2014/2015-2015/2016)	According to you, is this school inclusive?

No.	Follow-up Questions			
	Student	Teacher	Staff	Parent
	How does the school manage such cases?	Which kind of disabilities do those students have?	Why do students with disabilities who live near to this school never register in this school?	-
	-	Are there facilities for students with special needs?	How about the management of such students once they register tomorrow?	-
	-	How about if maybe there are some that register in this school?	-	-

### C. Findings

Relaying on the results of the interview, held on February 9, 2017, with the students from SMA M Yogyakarta, when the researchers asked each informant whether his/her school is inclusive, he said “Yes, because there was one *albinos*”. Then when the researchers asked him about the facilities for such student, he continued answering, “There is no facility”. After that, the 6<sup>th</sup> February, 2017, the researchers moved on to the student from SMA Wates and asked whether there would be disabled students from surrounding places, he answered, “there wouldn’t because maybe their score does not fit the registration requirements”. Is it necessary, according to you, to merge the registration requirements for both normal and disabled students, than she replied, “Yes, it is”. According to the student from SMK M Imogiri, “there is no student with special needs, but there are some with slow pace of catching learning concepts”. This is the answer when the researchers asked whether there would be learners with special needs at the school. When the researchers asked again about the

management and help by the school, he answered, “the teachers are initiated to helping them, and unfortunately those students deceive them until the teachers give in day to day”

The teachers also gave their perceptions through the answers to the interview's questions. When the researchers asked to the teacher from SMA M Yogyakarta, about whether the school is inclusive, he answered, “Yes of course, since long ago I have met students with special needs until they finish their studies”. Then the researchers asked about the facilities for such student, the teacher answered “honestly, there are not”. Thus, when the researchers asked about management of such student, the teacher replied, “I think that everything can be managed, we will try to recruit experts for special education, what is necessary is the will from the school principal”. According to the information that comes across, the researchers asked why students with disability, living in surrounding school environment, do not study at the school, the teacher said “I don't know, maybe they only choose schools which are well equipped”. For the second teacher from SMA Wates, Kulon Progo, the 9<sup>th</sup> February, 2017 “for now, all of students registered in this school are normal”. This is the answer when the researchers asked whether the school receives students with disabilities. Then the researchers asked the reasons why such student are not registering at this school, he replied, “maybe, such students still lack the fulfillment of registration requirements. Therefore, this school still exposes high registration conditions to the new comers”. About the facilities, he added, “actually, there would be facilities like sitting toilets for such students, unfortunately, there are not”. According to the teacher, “No, this school is not inclusive”.

For the third teacher from SMK M Imogiri, Bantul.” this school is inclusive, two years ago this school received one student with special needs”. About the kind of disability, he said “the problem of that student was only writing with left hand due to the stroke”. About the facilities, she argued “for now the student can follow together with her classmates in spite of flickering hand”. Concerning the children who do not register in this school as long as they have special needs, she answered “They never

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apply to this school”. About putting facilities in place for upcoming students, she reacted, “the facilities are not in place yet because the school has not faced such case yet”.

Members of different staff from different schools, perceived about inclusive education. Staff member from SMA M Yogyakarta said “Yes, here we receive the students with special needs. Therefore, this school is inclusive”. About the facts proving the inclusiveness, he said, “Just looking at the curriculum”. About the facilities, he let us know, “here, there is brail and I am the teacher of it, in the library there are books supporting the teaching of the brail”. For the second school, staff from SMA Wates, Kulon Progo, “Yes, this school is inclusive”. About the number of student with such problems that have been already received, he said, “There are three students due to the adverse of accident but now they already pull through and they are no longer here, innate disability cases are not here yet”. For the third school, the member of staff SMK M Imogiri said that this school is not inclusive yet, but in the beginning, the government used to help us but maybe the school is less committed and the society does not trust us yet to bring their children. Concerning students with disability but do not study at the school, he said, “this school is not ready yet to receive them due to the lack of facilities and we have never received students with special needs wanting to study here”. About putting in place the facilities for the students that maybe coming in the future, he explained, “By this time, this school is not ready to receive them and if they were here in the past, the school would do not serve them to their satisfaction”.

For the parent whose child studies at SMA M Yogyakarta, Yogyakarta City, “Yes, this school is inclusive because there are some students with special needs”. About the kind of disability, the parent listed, “low vision, innate disability, and malformed hand”. About the management, the parent explained, “all students are equally treated but in time of special needs there is specific help, when they feel despair, there is counseling service”. For the second parent whose child studies at SMA Wates, Kulon Progo: “there are not disabled students in this school yet”. About the

reason the students do not study at that school, the parent said, "The school has not yet received those students, the score for being admitted is higher than their scores". About the facilities the parent said, "There is no service yet". About whether student with deafness can be admitted, he said, "such student is not admitted yet, if there is the school can call for human resources to serve him/her, this school is not inclusive yet". The parent raising his child in SMK M Imogiri, Bantul: "Yes, this school is inclusive because there was one student with physical disability; right side stroke".

Inclusion should not be viewed as an add-on to conventional school. It must be viewed as intrinsic to the mission, philosophy, values, practices, and activities of the school. Full inclusion is expected to be rooted deeply in foundation of the school, in its task, its philosophy, and its daily assignments, rather than an appending that is added on to a conventional school (Lipsky & Gartner, 1997). In this research paper, data analysis is relying on the answers/perceptions given by the informants based on the indicators such as curriculum content, textbook and learning materials, teacher qualifications, training, morale and commitment, accessible facilities, parent/community support, Braille/Sign Language support, action plans and needs assessments (Florian & Linklater, 2010; Goltsman, 2007). For analyzing this research related data, the researchers adopted the content analysis whereby the model by Felice Blups was based on. In the model, the procedure from **descriptive to interpretative to pattern coding** is the key of the analysis. This can be found in (Cohen, 1990).

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Table 4  
Process Data Analysis by Descriptive to Interpretative to Pattern Coding for Students' Answers

Question	Descriptive	Interpretative	Pattern Coding
Q1	Agreement (AG)	Confirming the concept	AG : There are some indicators proving inclusion
	Disagreement (DG)	Not confirming the concept	DG : There is no indicators proving inclusion

Question	Descriptive	Interpretative	Pattern Coding
	Agreement (AG)	Confirming the concept	AG : There are some indicators proving inclusion
Q2	Unequipped (UE)	Lack of equipment	UE : Materials for management are still missing
	Equality (EQ)	Same requirements	EQ: Normal and disabled students should be exposed to the same conditions.
	Commitment (CM)	Feeling Helpful	CM : The teachers manage the classroom

Table 5  
Process Data Analysis by Descriptive to Interpretative to Pattern Coding for Teachers' Answers

Question	Descriptive	Interpretative	Pattern Coding
Q1	Agreement (AG)	Confirming the concept	AG : There are some indicators proving inclusion
	Disagreement (DG)	Not confirming the concept	DG : There is no indicators proving inclusion
	Agreement (AG)	Confirming the concept	AG : There are some indicators proving inclusion
Q2	Unequipped (UE)	Lack of equipment	UE : Materials for management are still missing
	Unfitness (UF)	Lack of Requirements Fulfilling	UF : Disabled students seem to have low score
	Unfitness (UF)	Learning difficulties	UF: Some disabled student cannot participating in all activities.
Q3	Commitment (CM)	Will for recruiting experts	CM : Intending to fully manage
	Unequipped (UE)	Lack of equipment	UE : Materials for management are still missing
	Agreement (AG)	Onside Learning	AG : Normal students learning together with disabled student

Question	Descriptive	Interpretative	Pattern Coding
Q4	Unfitness (UF)	Not Fully Equipped	UF : The school is partially equipped
	Disagreement (DG)	Not confirming the concept	DG : There is no indicators proving inclusion
	Unequipped (UE)	Lack of equipment	UE : Materials for management are still missing

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Table 6  
Process Data Analysis by Descriptive to Interpretative to Pattern Coding for Staff' Answers

Question	Descriptive	Interpretative	Pattern Coding
Q1	Agreement (AG)	Confirming the concept	AG: Students with special needs are received
	Agreement (AG)	Confirming the concept	AG: Students with special needs are received
	Disagreement (DG)	Not confirming the concept	DG: The school is not ready to receive disabled students.
Q2	Agreement (AG)	Confirming the concept	AG: The curriculum proves it.
	Agreement (AG)	Confirming the concept	AG: Some students with special needs already graduated
	Unequipped (UE)	Lack of equipment	UE: The school is not ready manage/facilitate student with special needs.
Q3	Commitment (CM)	Feeling Helpful	CM : The school tried to find facilities for blind students
	-	-	-
	Unequipped (UE)	Lack of equipment	UE: The school is not ready manage/facilitate student with special needs.

Table 7  
Process Data Analysis by Descriptive to Interpretative to Pattern Coding for Parents' Answers

Question	Descriptive	Interpretative	Pattern Coding
Q1	Agreement (AG)	Confirming the concept	AG: Students with special needs are received
	Disagreement (DG)	Not confirming the concept	DG : There is no indicators proving inclusion
	Agreement (AG)	Confirming the concept	AG: Students with special needs are received
Q2	Agreement (AG)	Confirming the concept	AG : There are some examples of students that are used to be received.
	Unfitness (UF)	Lack of Requirements Fulfilling	UF : Disabled students seem to have low score
	-	-	-
Q3	Commitment (CM)	Feeling Helpful	CM : There is equal treatment and counseling
	Unequipped (UE)	Lack of equipment	UE : The school is not ready manage/facilitate student with special needs.
	-	-	-

The basic standard of the inclusive school is that all learners should join together, if possible, irrespective of any complications or differences they may manifest. Inclusive schools must pay attention and respond to the variety of needs that the students have, acclimatizing both different styles and records of learning and making sure of the quality education to all by the mean of appropriate curricula, structural arrangement, teaching methods, use of resource and collaboration with their communities. There should be a continuum of care and services to match the gamut of special needs faced in every school (Ministry of Education and Science Spain & United Nations Educational, Scientific and Cultural Organization, 1994, p. 19).



According to table 4 through 7, the codes frequencies are as follow:

Table 8  
Codes and their Frequencies

Statement and Code	Frequency
Agreement (AG)	12
Unequipped (UE)	7
Disagreement (DG)	5
Commitment (CM)	4
Unfitness (UF)	4
Equality (EQ)	1

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Based on the findings in the table above, most of the subjects (students, teachers, staff, and parents) agree that their schools are inclusive (AG) but they still have problems of facilities (UE). The students with special needs cannot be admitted (DG) due to the lack of facilities (UE) or the students themselves do not fulfill registration standard (UF). About inclusion which is well managed (EQ), the percentage is still low. On the side of educational partners, they are all committed to promoting inclusive education (CM) once there is wide cooperation, collaboration, and walking hand in hand with different institutions and the community as well.

## **D. Conclusion**

Really, the management and implementation of inclusive education at SMA Yogyakarta, SMA Wates, and SMK Imogiri, are still critical because the schools are virtually so called inclusive but still show lack of indicators of inclusiveness. The only facilities that some schools have are: wheel chair, brail and its teacher. Therefore, the three schools are not inclusive but they are committed to stepping to the implementation and promotion of inclusive education.

## **E. Acknowledgement**

The conducting of this study involved much energy to its completion. The problem of inclusive education is now update. We have been looking up to reaching out to other schools in order to cover all information about the case. The current issue needs partnership with different stakeholders.

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We are recognizing the contribution of parents, Muhammadiyah Management Foundation (PWM), and Local Government in Yogyakarta special province. Without the latter, the study could completely fail.

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